Indiana Professional Standards Board
Beginning Teacher Assessment Program (BTAP)

SPECIAL EDUCATION

2003-2004 School Year

"The information presented in this handbook is intended to provide guidance to beginning teachers in Indiana and their administrators in complying with the requirements of the Beginning Teacher Assessment Program (BTAP). *Any other use or application is strictly prohibited.***"**

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NOTE: *The following symbols are used to highlight instructions throughout the handbook*

    ✓   indicates information about something you must **DO**

    ⊠   indicates a written response or other material you must **SUBMIT**

    ✎   indicates a question or prompt to which you must **RESPOND**

This beginning teacher portfolio handbook has been modified from the 2000-2002 Handbook for the Development of a Special Education Teaching Portfolio being used with permission of the Bureau of Evaluation and Educator Standards, Connecticut State Department of Education, through a partnership with the Indiana Professional Standards Board (IPSB).

PREFACE

The Indiana Professional Standards Board (IPSB), established by the legislature in 1992, governs the preparation and licensing of education professionals. *The mission of the Indiana Professional Standards Board is to enhance the quality of learning for Indiana's P-12 students through establishing, maintaining and ensuring adherence to performance-based standards for Indiana P-12 education professionals throughout their careers.* In 1999, the IPSB adopted fifteen content and four developmental standards for teachers. Modeled from the Interstate New Teacher Assessment and Support Consortium (INTASC) core principles, the standards for teachers describe effective practices for education professionals throughout their preparation and career. The level of proficiency expected, however, will become more comprehensive and more skillful at each successive stage of the teacher's career. These standards provide a strong linkage to Indiana's goals for students in P-12 education.

Once the standards were adopted, a model for assessing the teachers' practices that exemplifies those standards was initiated. A portfolio prototype was designed by INTASC to assess teachers' performances in specific content areas. These standards-based portfolios are performance assessments, which demonstrate what teachers know and can do within the context of their own classrooms and fields of study.

After receiving an Initial Practitioner License, beginning teachers will submit a portfolio, which includes evidence regarding lesson planning, student work and assessment, and teaching. These data are collected from an entire unit or topic of instruction. The beginning teacher portfolio is uniquely designed to equip teachers for teaching practice by providing instruction and reflective inquiry that relates to learners. The portfolio focuses on teachers' abilities to effect growth within learners and calls upon their reasoning and judgment to link the success of the learner to their instructional practice.

The standards and assessments for preparing and licensing teachers are purposefully linked to each other and to standards and assessments validating increased learning by Indiana's students. For this reason, the IPSB believes that Indiana will have teachers who are effective in helping ***all*** students learn.

ACKNOWLEDGEMENTS

The Indiana Professional Standards Board (IPSB) recognizes the contributions of practicing classroom teachers, higher education faculty members, building and district level administrators, and other education stakeholders who worked on the advisory committees that developed the standards, or served on focus groups for feedback to the standards. The IPSB appreciates the many seminar leaders and portfolio scorers who contribute time and energy to the development of the assessment system. The IPSB recognizes the time and effort that classroom teachers invest by submitting portfolios to integrate the teaching standards with their classroom practices. The documentation of their teaching in relation to their students' growth contribute to the development and quality of the assessment program for beginning teachers as well as the enhancement of student learning.

As noted, the IPSB recognizes the work that has occurred through the auspices of the Bureau of Program and Teacher Evaluation, Connecticut State Department of Education, in the development of this portfolio. This draft handbook has been modified in order to reflect Indiana's standards for teachers and program.

SECTION I. THE BEGINNING TEACHER ASSESSMENT PROGRAM (BTAP)

Since its inception in 1992, the Indiana Professional Standards Board (IPSB) educational agenda has focused on promoting high standards for teachers in an effort to enhance student learning. Improving the quality of Indiana's teachers has been viewed as central to improving student achievement.

Central to Indiana's teacher improvement initiatives is the Beginning Teacher Assessment Program (BTAP), a two-year **teacher assessment program** that provides the following:

- *support* for beginning teachers through school/district-based mentors or support teams and programs, and other forms of professional development
- *assessment* through a **content-specific teaching portfolio** submitted during the second year of teaching

In the portfolio, beginning teachers document a unit of instruction around important concepts or goals in a series of lessons, assess student learning, and reflect on their students' learning and the quality of their teaching. The portfolio includes lesson logs, videotapes of teaching, examples of student work and student assessments, and teacher commentaries.

In order to be eligible for the Proficient Practitioner License, beginning teachers must demonstrate mastery of essential teaching competencies related to content knowledge, planning, instruction, and assessment. **Beginning teachers who do not meet the portfolio performance standard in their second year will be required to submit a portfolio during their third year in the BTAP.**

The goals of the BTAP include the following:

- ensuring that all students have high quality, committed and caring teachers
- promoting effective teaching practice leading to increased student learning
- providing effective support and feedback to new teachers so that they continue to develop their knowledge base and skills and choose to remain in the profession
- providing standards-based professional development for both novice and experienced teachers through BTAP training and district/building level training
- developing teacher leaders by recognizing and using the expertise of Indiana's exemplary teachers as mentors, scorers, and trainers of beginning teachers and as resources for all their colleagues.

The BTAP has not only had a substantial impact on new entrants of the teaching profession but also on Indiana's experienced educators. Many of the current teachers, university faculty, and administrators have been trained to serve as mentors of beginning teachers and/or scorers of portfolios, or participated in the BTAP during the early part of their careers.

Look at our website for more information about beginning teachers → **www.in.gov/psb**

- Standards for Mentors of Beginning Teachers
- Guidelines for Mentor Training Programs
- Proposal Submission Process for Mentor Training Programs
- Guidelines for Support to Beginning Teachers and Their Mentors/Coaches

SECTION II. UNDERSTANDING TEACHING PORTFOLIO REQUIREMENTS

In 1994, the Indiana Professional Standards Board (IPSB) adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) principles for initial licensing of teachers as the basis for Indiana's new system for preparing and licensing teachers**.**

The IPSB adopted the INTASC core standards, including knowledge, disposition and performance statements, because its members believe that it is the responsibility of the profession and of policy makers to be explicit about those characteristics, to insure that the opportunity to develop them is honored in the preparation process, and that fair and disciplined judgments are made over time by appropriate professionals knowledgeable about the candidate.

INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
Model Standards for Beginning Teachers Licensing and Development

Principle # 1: The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle # 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle # 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle # 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

Principle # 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Principle # 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle # 7: The teacher plans instruction based upon knowledge of subject matter, the community, and curriculum goals.

Principle # 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle # 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

INTASC: Interstate New Teacher Assessment and Support Consortium is a program of the Council of Chief State School Officers, established in 1987 to enhance collaboration among states interested in rethinking teacher assessment for initial licensing as well as for preparation and induction into the education profession.

INTASC Core Model Standards: These standards are model standards developed by INTASC for beginning teacher licensing and development.

STANDARDS-BASED TEACHING IN SPECIAL EDUCATION

The special education teaching portfolio is designed to document the special education teacher's ability to implement effective teaching practices that are articulated in the INTASC principles and *Indiana Standards for Teachers of Students with Exceptional Needs.*

The goal of special education as defined in the Individuals with Disabilities Education Act (IDEA) is to provide *specially designed instruction to meet the unique needs of a student with a disability . . .* through an instructional program that will *benefit* the student. The majority of students referred for special education have difficulties in learning language arts and mathematics. Because of students' needs in these content areas, the special education portfolio requires the special education beginning teacher to document instruction in either language arts or mathematics. Teachers of students with behavioral difficulties also document language arts and mathematics instruction with consideration for the behavioral needs of students.

The focus of the special education portfolio is quality instruction for students with special learning needs. The portfolio emphasizes the various ways in which **the teacher leads the student to become an independent learner** so that the student may progress in the general education curriculum and generalize his learning to other instructional and non-instructional contexts.

Designing instruction to promote student learning requires that teachers do the following:

- know their students' academic, behavioral, and social needs
- understand the language arts and/or mathematics content
- analyze each objective and strategy to determine content and how it is to be taught
- design and modify tasks, materials and strategies based on the needs, strengths, weaknesses, and disabilities of students
- provide students with authentic and meaningful opportunities to apply their learning
- analyze student performance to improve instruction
- collaborate and consult with other teachers and special service professionals to support the student

Given the diversity within the typical classroom and across the range and continuum of special education services, **teachers must be prepared to meet the individual needs of students in different educational settings, and to help students become independent within and beyond the school community**.

To access the Indiana Standards for Teachers of Students with Exceptional Needs, go to the IPSB website:

> **Indiana Professional Standards Board**
> **www.in.gov/psb/**
> Click on "Standards"

OVERVIEW OF THE SPECIAL EDUCATION TEACHING PORTFOLIO

TASK	WHAT TO DO	WHAT TO SUBMIT
PART A: **YOUR STUDENTS AND THE CONTEXT OF YOUR TEACHING**	✓ Describe the teaching context of your class. ✓ Complete the Student Description Form. ✓ Select and describe 2 students of differing abilities.	☒ Teaching Portfolio Class Profile Form (Appendix T.1) ☒ Commentary about the context of your teaching (up to 1 page) ☒ Student Description Form (Appendix T.2) ☒ Commentary on Students A and B (up to 2 pages per student)
PART B: **PLAN AND TEACH A LEARNING SEGMENT**	✓ Plan and describe a series of 6 - 8 lessons (maximum of 7 hours of instruction). ✓ Describe daily lessons and reflect on student learning and instruction.	☒ Commentary on Planning a Learning Segment (up to 2 pages) ☒ Lesson Logs (Appendix T.3) (2 pages each lesson log **plus** instructional materials and student work)
PART C: **VIDEOTAPE INSTRUCTION**	✓ Notify parent/guardian about videotaping. ✓ Videotape lessons from 6 - 8 lesson series. ✓ Select two 10-12 minute segments that demonstrate instructional modifications and discourse. ✓ Analyze teaching and student learning in these segments.	☒ 2 copies of the VHS tape containing videotaped lessons (total 24 minutes) ☒ Videotape Lesson Information Form (Appendix T.4) ☒ Commentary on videotaped instruction (up to 1 page)
PART D: **ANALYZE STUDENT LEARNING AND YOUR TEACHING**	✓ Administer a summative assessment to measure learning across the learning segment. ✓ Describe the summative assessment. ✓ Analyze student understanding across the learning segment, including the summative assessment. ✓ Analyze your teaching in the context of student learning.	☒ Copies of student work on summative assessment ☒ Commentary on Summative Assessment/Evaluation Criteria (up to 1 page) ☒ Analysis of Student Learning (up to 2 pages) ☒ Commentary on Teaching (up to 3 pages)

Note that commentaries and video segments must adhere to specified page or time limitations. Scorers may not read text or view video that exceeds these limitations. The portfolio contains daily lesson logs, videotaped lessons, student work samples, plus 14 pages of written commentary.

THE PROCESS FOR THE EVALUATION OF YOUR SPECIAL EDUCATION TEACHING PORTFOLIO

The teaching portfolios submitted during a beginning teacher's second year of participation in BTAP are scored during the summer. Each portfolio is evaluated by at least two experienced educators with extensive teaching experience in the same content area as the beginning teacher. Each scorer has had at least 50 hours of comprehensive training in the scoring of portfolios and has met a proficiency standard prior to participating in formal scoring.

The Portfolio Evaluation Steps

1. **Collecting and recording evidence through note taking**

   At least two scorers, working independently, will review your portfolio for the purpose of recording evidence.

2. **Interpreting the evidence**

   Evidence is then organized around a series of **Guiding Questions** that are derived from Indiana Standards for Teachers of Students with Exceptional Needs. (Guiding Questions are found in this handbook under "Framework for the Evaluation of the Special Education Teaching Portfolio.")

3. **Evaluating the quality of the teaching documented in the portfolio**

   Independently, each scorer identifies patterns of evidence that are applied to a scoring rubric. Then, using the patterns of evidence and a decision guide, an overall portfolio score is assigned.

4. **Reaching an agreement on the score**

   Once each scorer has reached a decision about the quality of the portfolio, then both scorers reconvene, review their individual evaluations, and reach agreement on a final portfolio score.

5. **Re-scoring of portfolios not meeting the acceptable performance standard**

   Any portfolio that does not meet the performance standard of "Acceptable" is re-scored by another portfolio scorer. If the second portfolio evaluation is again scored "Conditional," then a Lead Scorer will read the portfolio for score confirmation.

6. **Providing information about the portfolio**

   An individual Portfolio Performance Profile that summarizes performance on the portfolio according to the scoring rubric will be sent to you in September. Only your portfolio results will be sent to your superintendent of schools in accordance with state regulations.

7. **Additional performance feedback**

   Teachers whose portfolios do not meet the "Acceptable" standard are eligible for a personal conference with a portfolio scorer who will provide individualized feedback to the teacher about his/her portfolio evaluation.

FRAMEWORK FOR THE EVALUATION OF THE SPECIAL EDUCATION PORTFOLIO[1]

The framework for the portfolio evaluation is organized around the following **Guiding Questions** that portfolio scorers use to analyze evidence from the portfolio. Beginning teachers may use these questions to assess the quality of their own portfolios.

Category I: INSTRUCTIONAL DESIGN
How does the teacher design instruction based on knowledge of content, pedagogy, and learners in order to advance the learning of students with special learning needs?

I.1   Describe the planned content, concepts, and skills in the learning segment.
I.2   Describe how the planned instruction was tailored to meet students' learning needs.
I.3   Describe how the planned learning activities and strategies promote student understanding.
I.4   Describe the teacher's consultation with other school personnel about planning to teach this portfolio unit.

Category II: INSTRUCTIONAL IMPLEMENTATION
How does the teacher implement instruction, meet students' needs, create a positive learning environment, and promote student independence in order to advance them toward the learning goal?

II.1   Describe the academic and/or behavioral modifications and accommodations used to meet students' needs.
II.2   Describe the opportunities for students to engage in discourse.
II.3   Describe how the teacher promoted a positive learning environment for academic achievement and maintained standards of behavior.
II.4   Describe student learning as reflected in their work and performances.

Category III: ASSESSMENT OF LEARNING
How does the teacher assess student learning and provide feedback to students about their performance?

III.1   Describe how the teacher monitored students' daily learning and understanding.
III.2   Describe how the teacher adjusted instruction based on daily monitoring.
III.3   Describe the focus of the summative assessment and its relation to the portfolio learning goal(s).
III.4   Describe the type of feedback provided to students about the quality of their work.

Category IV: ANALYSIS OF LEARNING AND TEACHING
How does the teacher analyze and adjust instruction based on student learning?

IV.1   Describe the focus of the teacher's analysis of student learning.
IV.2   Describe the focus of the teacher's reflection and plans for instructional change.

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[1] Guiding Questions are annually reviewed by committees of practitioners, and may be clarified as part of establishing benchmarks of performance prior to scoring portfolios.

STANDARDS OF PERFORMANCE FOR BTAP TEACHING PORTFOLIOS
(Subject to change from the pilot study)

Acceptable Standard of Performance

Level 4: demonstrates an *__advanced__* level of competence in meeting the standards
Level 3: demonstrates a *__proficient__* level of competence in meeting the standards
Level 2: demonstrates a *__competent__* level of competence in meeting the standards

Consequence: eligibility for the Proficient Practitioner License provided all other requirements are met

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Conditional Standard of Performance

Level 1: demonstrates a *__conditional__* level of competence in meeting the standards

Consequence in Year Two: eligibility for a third year in the BTAP and resubmission of a teaching portfolio

Consequence in Year Three: ineligibility for the Proficient Practitioner License

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Unacceptable Standard of Performance

1) **Not scorable/incomplete**: deficiencies in the portfolio documentation resulting from directions not followed or missing components, thereby preventing the portfolio from being scored in a fair or reliable manner

   Consequence in Year Two: eligibility for third year in the BTAP and resubmission of a teaching portfolio.

   Consequence in Year Three: ineligibility for the Proficient Practitioner License.

2) **Score of "0": Violation of the Code:** evidence of conduct constituting any impropriety or offenses as listed in Indiana Code 20-6.1-3-7.

   Consequence in Year Two: eligibility for a third year in the BTAP only if requested in writing by the superintendent of schools

   Consequence in Year Three: ineligibility for the Proficient Practitioner License.

STANDARDS OF COMPLETION FOR BTAP TEACHING PORTFOLIOS

Each beginning teacher seeking eligibility for a Proficient Practitioner License must meet the following standards of completion.

Definition of Standards of Completion

The standards of completion have three components: comprehensiveness, adequacy, and timeliness of submission, all of which must be met.

1. **Comprehensiveness**
   All components of the teaching portfolio are present: lesson logs, videotape(s), student work, commentaries (as outlined in portfolio handbook guidelines).

2. **Adequacy**
   The contents of the portfolio reflect that the beginning teacher *has followed the portfolio handbook directions* with regard to the following:

   - period of time teaching is documented
   - type of lesson and duration of lesson segments recorded on videotape
   - nature and quantity of student work
   - content of the lesson commentaries (i.e., teacher's narrative is consistent with the questions asked)

3. **Timeliness of Submission**
   The portfolio must be received by the specified deadline *on or before May 1*. Exemptions to this deadline must be requested in writing to the Indiana Professional Standards Board (IPSB) and will only be granted upon a finding of good cause.

Conduct in Accordance with the Code

The teaching documented in the portfolio must reflect professional and ethical conduct.

Consequences for Failure to Meet Standards of Completion at End of Year Two

The beginning teacher will be required to participate for an additional year in the BTAP and resubmit a portfolio during year three. A copy of the letter informing the beginning teacher that she or he has not met the completion standard will be sent to the superintendent and principal.

Consequences for Failure to Meet Standards of Completion at End of Year Three

The beginning teacher is considered to have not met the BTAP requirements and is not eligible for a re-issuance of the Initial Practitioner License. In order to be eligible to teach in the future in an Indiana public school, the candidate must petition the IPSB to determine future eligibility for an Initial Practitioner License.

INVALIDATION OF TEACHING PORTFOLIO SUBMISSIONS

Portfolio scorers file a Portfolio Incident Report when they encounter situations or problems that may interfere with scoring the portfolio overall or with scoring the portfolio in a fair or reliable manner. Examples of invalid submissions include but are not limited to the examples listed below.

- Portfolio handbook directions are not followed.
- Components of the portfolio are missing (e.g., commentaries, student work, or videos).
- Work samples or other materials are illegible.
- Technical problems with the videotape (e.g., no audio).
- Some or all of the student work or the video is from a class other than the one highlighted in the portfolio unit.
- Student work is not original.
- There is evidence that a videotaped segment has been edited.
- There is evidence that portions of the portfolio submission (e.g., commentaries, videos) are not the beginning teacher's work or represent work that has been plagiarized.
- There is evidence that ethical codes of conduct have been breached.

The Portfolio Incident Report is then referred to the BTAP Review Committee which will determine whether there is sufficient evidence to warrant the invalidation of the portfolio submission, thereby requiring subsequent resubmission of a portfolio or another alternative as determined by the BTAP.

Note l: *Any substantiated evidence of plagiarism or other unethical practice will result not only in a portfolio being considered "unacceptable," but also in notification to the superintendent of schools.*

Note 2: *The Indiana Professional Standards Board reserves the right to share the contents of a Portfolio Incident Report, as well as the portfolio itself, with the school district if there is evidence in the portfolio that the safety or well-being of students has been jeopardized.*

REQUIRED TEACHING PORTFOLIO FORMAT

Materials Required for Portfolio Submission

In order to assemble your teaching portfolio, you must obtain the following materials:

- several blank VHS videotapes to tape lessons

    Note: No not submit mini-cassettes.

    Note: Submit the original tape and one copy. Keep a copy for yourself.

- one letter-size (8 ½"x 11") accordion folder without flaps or ties

    Note: Do <u>not</u> enclose individual portfolio pages in plastic page protectors.

Documentation and Commentaries

Preparing your portfolio requires collecting students' work, videotaping specific events in class, and writing commentaries that explain the choices made as a teacher (e.g., what you taught, how you taught it, and why you made certain decisions). The teaching portfolio will be composed of two general types of information: documentation and commentaries.

Documentation includes items such as lesson logs, students' work, assessment tools, and videotapes.

Commentaries are the written responses and reflections to specific questions in each part of the portfolio guidelines. Page limits are identified for commentaries in each portfolio part.

Note that commentaries and video segments must adhere to page or time limitations as specified in the portfolio. Scorers are instructed not to read additional text or view more video beyond these limitations.

Commentaries <u>must be</u> submitted in a specific format

- **typed or computer processed on 8 ½" x 11" white paper**
- **double-spaced with 1" margins**
- **single-sided**
- **non-script type font no smaller than 12-point size**

Pagination

The Teaching Portfolio Class Profile Form (Appendix T.1) is the first page of the portfolio, but it **is not numbered.** The pagination process starts with the next page. Make sure that every page of the portfolio is paginated, including student work. (Page numbers may be handwritten.)

Candidate Identification Number

Your **Candidate Identification Number (Candidate ID #)** is composed of your Social Security Number preceded by codes to indicate your content area and the year of submission.

For Special Education, the coding is as follows: SE + last two digits of submission year + SSN **(e.g., If the submission year is 2003, the code would be SE03123-45-6789).**

Label **all** portfolio pages (documentation, student work, and commentaries) with your **Candidate ID #**. If you use a word processor, include your **Candidate ID#** as a running header or footer on every page of your portfolio.

Confidentiality

Every effort is made to keep your name, school, and students' names confidential. Your portfolio and related materials may be used for training scorers and mentors, but your identity will be kept private. If your portfolio is to be used for any other purposes, your written permission will be requested. See Appendix V.3 for an explanation of BTAP policies related to portfolio materials.

Do not use your name or the name of your school in any part of your portfolio documentation. If it appears in any documentation, use "white-out" fluid, correcting tape or black marker to conceal it.

The student work you include in your portfolio must be original and authentic, not transcribed by someone else. One-sided photocopies that are legible are acceptable. Remove students' names from any written student work that you submit. If necessary, use "white-out" fluid, correcting tape, or black marker to conceal students' names.

Videotaping

Prior to videotaping, notify parents or guardians of students in your class about the purpose of the videotapes required for your portfolio submission. English and Spanish parent/guardian notification forms are available at Appendices V.1 and V.2. Do not submit the signed forms as part of your portfolio but do keep them on file. **Do not submit mini-cassettes.**

When you submit your VHS videotapes (the original and one copy), **label both cassettes with only your Candidate ID #**. During videotaping, however, don't worry about calling students by name, or having them address you by name. Note that your name and other identifying information will remain confidential to the portfolio scorers.

Important Forms to Include with the Portfolio

✓ Complete the following four forms. Place them in numerical order, paper clip them as a group, and place in your accordion folder in front of the actual portfolio.

Do not include them as part of the pagination of your portfolio. They will be processed separately.

- **Return Receipt Form (Appendix R.1)**
  This will be date stamped and returned to you following receipt of your portfolio.

- **Teaching Portfolio Authenticity Sign-Off Form (Appendix R.2)**

- **Teacher Demographic Information Form (Appendix R.3)**

- **Portfolio Reflection Form (Appendix R.4)**

DIRECTIONS FOR SUBMISSION OF THE TEACHING PORTFOLIO
(Subject to change from the pilot study)

Assembling the Portfolio

✓ Into **ONE** letter-sized (8 ½ "x 11") accordion folder, submit the following:

- paper clipped packet of completed forms R.1, R.2, R.3, and R.4
- your original portfolio
- one clearly readable, single-sided copy of the portfolio, including legible copies of students' work

Note: Be sure that double-sided originals are copied completely.

Note: Secure the original and the copy of your portfolio with binder clips.

- the original VHS videotape labeled with your **Candidate ID #**
- one audible copy to the VHS videotape labeled with your **Candidate ID#**

✓ **Retain a complete copy of your portfolio for yourself, including a videotape copy, to ensure that the portfolio can be replaced if lost or misdirected in the mail. Remember, mini-cassettes will not be accepted.**

✓ Before submitting the portfolio, **it is your responsibility to ensure that all required documents and forms are included and that the videotape meets the acceptable technical quality** outlined in Appendix V.4. **An incomplete portfolio is considered a "non-scorable" portfolio**, requiring you to resubmit a portfolio during a third year of participation in the BTAP.

Deadline for Submission

Second year teachers: Completed portfolios must be postmarked on or before **May 1.**

Third year teachers: Teachers who are redeveloping a portfolio because of having previously received a "Conditional" score must submit their new portfolios to the address indicated below by **February 1**, to ensure notification of the results of this assessment prior to April 1. Any portfolios submitted after February 1 will not be scored until the following summer with score notification in September.

Delivery and Mailing Address

<u>Via U. S. Mail, Express Mail, or Hand-Delivery to:</u>
Indiana Professional Standards Board
101 West Ohio Street, Suite 300
Indianapolis, IN 46204-1953
ATTN: BTAP Portfolio Assessment
Phone: 1-317-232-9010 or 1-866-542-3672

HOW TO GET HELP WITH THE TEACHING PORTFOLIO

Your first point of contact for problems or issues with the BTAP is your principal or District Facilitator. He/she is responsible for ensuring that your certified mentor/mentor team provides you with appropriate instructional support, and facilitating opportunities for certified mentors/mentor teams to meet on a regular basis.

A two-year series of content-specific support seminars have been piloted and tested to assist beginning teachers in their understanding of teaching and student standards to enhance student learning. Models for these seminars linked to specific examples of activities are available on the IPSB website. These models are provided to assist schools in developing programs of support for beginning teachers in the BTAP.

State Information Website
Indiana Professional Standards Board
www.in.gov/psb

To begin the planning of your portfolio, you need to make key decisions, which will influence the portfolio you produce.

Be Responsible for Instruction of the Learning Segment

If you are in a co-teaching situation or "inclusion" setting, **it is essential that you have <u>primary instructional responsibility</u> throughout your learning segment**. The portfolio assessment will focus on you and your actions, not those of your colleague.

Plan Your Portfolio and Confer with Other Colleagues

The work necessary to complete your portfolio can be divided into three main areas: planning the portfolio unit, implementing and documenting the unit plan, and writing commentaries about the unit.

You may find it helpful to start planning your unit 2-3 months before teaching it.

- Decide on the content focus for the learning segment (mathematics or language arts). Use the *Indiana Academic Standards* that would apply to the learning segment (mathematics or English/language arts). **Any mathematics or language arts topic that is aligned with the *Indiana Academic Standards* can be turned into a portfolio unit.** Copies of the academic standards are available at the Indiana Department of Education website.

> **www.doe.state.in.us**
> Click on "Academic Standards"

- Select two students to highlight and establish learning goals for the 6 -8 lessons.
- Decide on the learning activities, instructional strategies, and materials to use during the learning segment.
- Talk to a colleague or a BTAP graduate for help in portfolio unit development and ongoing feedback during your portfolio unit.

Reference the Professional Teaching Standards and the Guiding Questions

As you plan, teach, and review your portfolio unit, refer to Indiana's content-based teaching standards (pages 7-8) and the scoring Guiding Questions (page 11) for guidance in evaluating your own portfolio documentation. If there are Guiding Questions that cannot be clearly answered in your portfolio review, go back and provide additional documentation or commentary.

Respond to All the Questions or Prompts

Missing data might affect the portfolio scorer's ability to gain an accurate picture of your teaching. **Follow all directions carefully, and be sure to respond to all questions or prompts in the portfolio.** Cite specific data from student work, the videotape, or classroom discussions when appropriate.

Videotape as Many Complete Lessons as Possible

Videotaping all the lessons will allow you the opportunity to select the two featured lesson segments that provide the most relevant portfolio documentation. Plan ahead to reserve and test video equipment, enlisting the help of a colleague, student, or other staff member to act as a camera operator. Discuss the procedures for classroom videotaping (see Appendix V.4) with this person, and plan together the specific aspects of the lesson that you want captured.

Complete Your Lesson Log Documentation Each Day

It is best to complete lesson logs on the day you taught the lesson. If each lesson is videotaped, this provides a convenient reference resource when completing lesson logs and analyzing the instruction and progress of the highlighted students.

Write Thoughtful and Clear Commentaries

Written commentaries **provide evidence of a teacher's ability to analyze student performance in order to plan, implement, and modify instruction to meet students' needs**. Therefore, portfolio commentaries should contain clear and concise responses to the questions in each portfolio task. **Provide only the information that is requested**, and do not exceed the maximum pages allowed per commentary. Portfolio scorers are instructed not to read beyond the stated page number limitations.

PART A: YOUR STUDENTS AND THE CONTEXT OF YOUR TEACHING

Effective teaching starts with careful planning. To plan a learning segment, **a special education teacher must acquire an understanding of each student's learning characteristics, background information, Individualized Education Plan (IEP) objectives, and performance records in the subject area.** These understandings must be considered in the context of the curriculum when making decisions about the objectives for the learning segment and the range of instructional accommodations appropriate to the learners' individual needs. **The integration of knowledge about the content, students' individual learning needs, and instructional strategies is the basis of effective special education instruction.** When planning, **reference the appropriate *Indiana Academic Standards* that would apply to the lesson .**

Task A.l: School/Class Overview

⊠ Complete the Teaching Portfolio Class Profile Form (see Appendix T.1).

⊠ Write a commentary (no more than 1 page) about the context of your teaching addressing the following questions. DO NOT IDENTIFY NAME OF SCHOOL OR TOWN. Label the commentary "Task A.1 – School/Class Overview."

    ✐ Describe the context of your teaching (public, approved private special education facility). Include information about specific policies and procedures in your district/school that affect planning and implementing of instruction or assessment of student learning. Avoid using acronyms specific to your setting.

    ✐ Describe your teaching assignment (co-teaching, resource room, self- contained, or other).

✎ Describe the role of any other adults in the classroom as it applies to your teaching assignment or the content that you teach.

Task A.2: Student Description

✓ Select two students of differing abilities and/or performance levels. These two students should be referred to as Students A and B, and will be the focus for the remainder of the portfolio. All of the subsequent documentation (lesson logs, work samples, etc.) will focus exclusively on these two students.

⊠ Complete the Student Description Form (see Appendix T.2).

Task A.3: Commentary on Students A and B

⊠ Write a separate commentary for each of the two students addressing the following questions (no more than 2 pages for each student). Label the commentaries "Task A.3 – Student A" and "Task A.3 – Student B".

✎ What are the learning disabilities, strengths, and weaknesses of Students A and B that affect his/her ability to acquire new knowledge and skills in language arts or mathematics without individualized instruction?

✎ How did you gather data about the prior knowledge and skills of Students A and B in relation to the goal of your learning segment?

✎ What academic modifications are needed in order to support the learning of each of these students?

✎ If the student's behavior interferes with the learning process, describe the behavioral modifications and/or accommodations made for Students A and B (please specify if the behavioral modifications/accommodations are in the IEP or initiated by you).

What to Submit:

⊠ Teaching Portfolio Class Profile Form (Appendix T.1) - as the first page of the portfolio

⊠ School/Class Overview – Commentary about your teaching context (no more than 1 page)

⊠ Student Description Form (Appendix T.2)

⊠ Commentary on Students A and B

PART B: PLAN AND TEACH A LEARNING SEGMENT

Effective teaching begins with sound lesson planning. **Special education teachers use their knowledge of content and learning strategies to modify and adapt instructional methods and materials to meet the needs of the individual student and foster learning and independence**. In planning and implementing effective instruction, consider whether the content, learning strategies, and materials provide students with an opportunity to **participate in discourse and apply concepts and skills**. Also, consider how the learning segment relates to the general education curriculum. **Remember to reference the proper *Indiana Academic Standards.***

Another element of teaching students with special needs is **providing continuous feedback to students about their performance**. Providing specific, ongoing, constructive feedback to students about their academic performance and behavior supports and promotes students' learning.

In Part B, develop a coherent series of lessons organized around concepts or skills in either mathematics or language arts.

When developing a mathematics teaching portfolio:

- focus instruction on important mathematics concepts and/or skills

- show how you help students learn to use mathematical problem-solving, reasoning skills, and to communicate and apply their learning to real world applications

When developing a language arts teaching portfolio:

- focus instruction on important language arts concepts and/or skills

- show how you help students learn to communicate their thoughts and ideas in writing, or to read, interpret, and respond to text

Task B.l: Commentary on Planning a Learning Segment

☒ Write a commentary (up to 2 pages) describing your plan for this learning segment and responding to the following questions. Label the commentary "Task B.1 – Planning Commentary."

✍ Describe the overall goal of this learning segment for Students A and B and the new learning or reinforcement of learning that you plan for your students to achieve during this learning segment.

✍ Describe what you know about each student's needs, skill level, and prior knowledge related to the specific mathematics or language arts goal of this learning segment.

✍ Describe how you consulted with other school personnel (and parents/guardians, if applicable) in planning instruction for the two selected students.

Task B.2: Lesson Logs

☒ Document instruction for 6-8 consecutive lessons (maximum of 7 hours of instruction) on the Lesson Log Form (Appendix T.3). Your last lesson log should include your Summative Assessment (page 35).

☒ NOTE: If you do not meet with students on consecutive days, document the lessons that occur for a series of 6-8 class sessions (maximum of 7 hours of instruction). If several lessons focus on the same objective, complete a separate lesson log for each class session for a total of 6-8 lesson logs. Use the Lesson Log Form (2 pages per day) to respond to the following prompts:

✍ Describe the objective of the lesson and what students will know, learn, and be able to do as a result of this lesson.

✍ Describe the instructional arrangements and the learning activities in which Students A and B were engaged during the lesson.

✍ Describe how you provided students with opportunities to apply their learning.

✍ Describe specific daily academic and behavioral modifications and/or accommodations for Students A and B.

✍ Describe how you monitored students' learning progress and what feedback you provided to the students.

✍ Describe what you found about students' progress (or difficulty) in meeting the lesson objective. Based on that information, describe any instructional changes you made for each student. Please provide specific examples.

✓ If a behavioral intervention plan or accommodations were implemented, describe them and, if possible, attach a copy of the behavioral record that indicates your interventions and the students' responses.

✓ Make copies of the instructional materials you used during the lesson (photocopies of overheads,

student handouts), and place them directly behind the specific lesson log in which they were used.

✓ Collect original student work samples completed by Students A and B during the lesson and include them with each daily lesson log. Include completed homework, if assigned. Remove students' names from all work and label each item with "Student A" or "Student B."

What to Submit:

☒ Commentary on Planning

☒ Lesson Logs (Appendix T.3) for 6-8 lessons (maximum of 7 hours of instruction)

☒ Copies of instructional materials

☒ Copies of completed student work for Students A and B

Key Elements in the Evaluation of Part B

While reading your Daily Lesson Logs, the scorers will look for evidence of the key elements listed below.

🔑 The teacher designs a coherent learning segment based on students' skill level and prior knowledge related to the learning goal.

🔑 The teacher implements mathematics or language arts instruction that supports the students' progress toward the learning goal through:

➔ engaging mathematics tasks, activities, and materials that provide opportunities for skill-building, problem-solving, reasoning, communication, and real world applications
➔ reading comprehension tasks, activities, and materials that promote each student's ability to decode, understand, interpret, and respond to text
➔ writing process tasks, activities, and materials that promote each student's proficiency, confidence and fluency in writing for a variety of purposes and audiences, using conventions of standard English

🔑 The teacher provides individual modifications and accommodations based on students' specific needs.

🔑 The teacher monitors and assesses students' progress daily in order to plan or implement adjustments to subsequent lessons.

🔑 The teacher promotes students' ability to apply skills and concepts.

Modification, accommodation, and discourse are important tools of the special education teacher.

Modification is to make substantial change in <u>what</u> a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content, or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, tasks, and assessments based on individual needs and abilities.

Accommodation is to make provisions for <u>how</u> a student accesses and demonstrates learning. Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

Discourse is a mode of communication that promotes understanding, and occurs between the teacher and students, or among the students. Discourse includes, but is not limited to students doing the following:
- discussing their understanding and ideas
- teaching each other a concept or skill
- explaining their reasoning or problem-solving process
- responding to or evaluating text or information

In Part C, videotape two lessons documenting how you provide modification and accommodation for students' learning needs, and how you engage students in discourse.

Task C.l: Videotaping Selected Instruction

✓ **Notify parents/guardians of your students about your intention to videotape your lessons** (see Appendix V.1 or V.2). If the parent/guardian of Student A or B decline permission to videotape them, you must select a different student to be highlighted in your written and videotaped documentation. If a parent/guardian of non-featured students objects to having his or her child videotaped, make arrangements to remove the student from the view of the camera. It is not necessary to submit a copy of the parent's letter with your portfolio. See Appendix V.3 and V.4 for policies and procedures for videotaping in your classroom.

✓ Videotape as many lessons in your learning segment as possible. Be sure to videotape lesson segments that include you and Students A and B (other students in your class may also be included). **Do not submit mini-cassettes.**

✓ Select two 10-12 minute videotaped segments from two <u>different</u> lessons to demonstrate the following (each video segment should be unedited):

Video Segment 1 should show how you engage your students in discussion.

- If you are doing a math portfolio, show the students discussing their understanding of mathematical procedure(s), concepts, problem-solving strategies, terminology, and representations.
- If you are doing a language arts portfolio, show the students discussing their understanding of literacy components to support reading comprehension or the processes of writing.

Video Segment 2 should show an instructional segment in which you made academic and/or behavioral modifications or accommodations that meet the individual needs of Students A and B.

✓ Prepare and finalize your selected video segments.

  ✓ Copy the two selected videotaped instructional segments onto one VHS tape for submission. This will be considered your original. Then make 2 copies of that tape. You will be submitting the original and one copy. You will need to keep a copy. **Do not submit mini-cassettes.**

  ✓ Check the audio and video quality. **If audio or video quality is poor, your portfolio may not be assessed.**

  ✓ **DO NOT edit, stop, or pause the tape in the middle of the selected instructional segment.** The 10-12 minute video segments should be uninterrupted and unedited.

Task C.2: Videotape Information

⊠ Complete Appendix T.4: Videotaped Lesson Information Form for each of the two videotaped lessons and place completed forms in front of your commentary for Task C.3. Record a "V" on the Lesson Log Forms to indicate the dates of the 2 featured lessons.

Task C.3: Commentary on Videotaped Instruction

⊠ Write a commentary (no more than 1 page) about your two videotaped lesson segments. Label it "Task C.3 – Commentary on Videotaped Instruction." In your commentary, specify to which video segment you are referring and provide specific observational or verbatim information to support your responses to the following questions:

  ✍ **For math portfolio only –** How did you promote students' mathematical thinking and/or **application** of skills through the featured discourse?

  ✍ **For language arts portfolio only –** How did you promote students' understanding of the text and/or **application** of reading/writing skills in the featured discourse?

  ✍ Based on the video segment that demonstrates modifications/accommodations, what evidence do you have that the modifications/accommodations you made actually facilitated student learning?

What to Submit:

⊠ Your original VHS videotape containing both instructional segments and a copy of that tape

⊠ Videotaped Lesson Information Form (Appendix T.4)

⊠ Commentary on videotaped instruction

Key Elements in the Evaluation of Part C

The scorers will look for evidence of the key elements listed below.

🔑 The teacher promotes students' understanding of mathematics/language arts through discussions about concepts and/or skills related to the goal of your learning segment.

🔑 The teacher implements modifications and accommodations of lesson content, materials, and tasks to meet students' needs.

🔑 The teacher establishes and maintains appropriate standards of behavior and create a positive learning environment.

PART D: ANALYZE STUDENT LEARNING AND YOUR TEACHING

Since student learning is the focus of teaching, a teacher must continually review and revise the instructional plan in light of student progress or difficulty. At appropriate intervals, a teacher must determine the extent to which students have mastered the learning objectives and use that data to plan for re-teaching content or skills, or moving forward to new content objectives. The evaluation of students should be followed by constructive feedback to students about their learning, and serve as a basis for the evaluation of one's own teaching.

In Part D, submit and analyze students' work on a summative assessment that is part of your 6-8 documented lessons. In addition, use information about students' learning to reflect on the quality of your teaching.

Task D.l: Summative Assessment and Evaluation Criteria

✓ Design and administer a summative assessment that you will use to assess what your students have learned during the 6-8-lesson segment. Students should complete the assessment as part of your 6-8 documented lessons. Provide copies of the summative assessment completed by Students A and B, including your written feedback to the students. Label the summative assessment as "Summative Assessment Student A" or "Summative Assessment Student B."

✓ Provide a copy of the summative assessment.

✓ Provide a copy of the evaluation criteria.

Task D.2: Commentary on Summative Assessment

✉ Write a commentary addressing the following questions about your summative assessment and evaluation- criteria (no more than 1 page). Label your commentary "Task D.1 – Commentary on Summative Assessment."

🖉 Describe the focus of the summative assessment and the relation of the evaluation to the portfolio-learning goal. Describe the relationship of the evaluation criteria to the students' main learning goal.

🖉 Explain how the summative assessment is designed to accommodate the particular learning characteristics of Students A and B.

🖉 Describe how and when you informed students about the criteria for quality work and success on the summative assessment.

🖉 Describe the changes you would make to your summative assessment if you were to use it again. Explain why you would make these changes.

Task D.3: Analysis of Students' Learning

✉ Write a commentary (no more than 2 pages) about student learning, addressing the following questions or prompts. Label your commentary "Task D.3 – Analysis of Student Learning."

🖉 Describe what Student A learned across the learning segment. Support your conclusion with evidence from the submitted student work.

🖉 How do you plan to address the strengths and weaknesses you found in Student A's learning?

🖉 Describe what Student B learned across the learning segment. Support your conclusion with evidence from the submitted student work.

🖉 How do you plan to address the strengths and weaknesses you found in Student B's learning?

🖉 Describe how you provided feedback to Students A and B about their progress during the learning segment.

🖉 Describe how the learning of Students A and B compares to the learning of their peers (other students in your class, other students with whom you work, and/or other students in general education classes).

Task D.4: Commentary on Teaching

✉ Write a final commentary (no more than 3 pages) about the quality of your instruction during the learning segment, addressing the following questions. Label your commentary "Task D.4 – Commentary on Teaching."

🖉 Based on evidence from your portfolio, what did you learn about your instruction?

🖉 Based on student performance in this learning segment, what instructional changes would you make to better support students' attainment of the learning goals?

✎ Upon completion of this learning segment, what information will you provide to other school personnel about students' academic needs and progress, and how will you share this information?

What to Submit:

- ☒ Copy of summative assessment completed by Students A and B **AND** copy of evaluation criteria

- ☒ Commentary on summative assessment and evaluation criteria

- ☒ Analysis of student learning

- ☒ Commentary on teaching

Key Elements in the Evaluation of Part D

They will look for evidence of the key elements listed below.

🔑 The teacher accurately analyzes students' learning of the specific language arts or mathematics content/skills.

🔑 The teacher analyzes his/her instruction based on evidence of student learning during this learning segment.

🔑 The teacher identifies relevant and appropriate adjustments to instructional planning.

🔑 The teacher describes how to improve his/her instruction to meet the specific learning needs of students.

🔑 The teacher collaborates with other school personnel.

TEACHING PORTFOLIO ASSEMBLY CHECKLIST

Ensure that your portfolio includes the following materials, **in the following order**:

☒ **APPENDICES R.1, R.2, R.3, AND R.4**
- ❑ **Complete the four forms.**
  - ❑ Return Receipt Form (Appendix R.1)
  - ❑ Teaching Authenticity Sign-off Form (Appendix R.2)
    Be sure it contains your Candidate ID #.
  - ❑ Teacher Demographic Information Form (Appendix R.3)
  - ❑ Teaching Portfolio Reflection Form (Appendix R.4)
- ❑ **Photocopy each form and keep the photocopies for your records.**
- ❑ **Arrange the original forms in numerical order, fasten with a paper clip, and place in your accordion folder.**

☒ **PORTFOLIO**
- ❑ **Assemble the following forms, documentation and commentaries in the order listed below.**
  - ❑ Task A.1: School/Class Overview
    - ❑ Teaching Portfolio Class Profile Form (Appendix T.1)
      (This completed page is the first page of the portfolio, but **do not number this page.**)
    - ❑ School/Class Overview commentary
      (The pagination starts here.)
  - ❑ Task A.2: Student Description Form
  - ❑ Task A.3: Commentary on Students A and B
  - ❑ Task B.1: Commentary on Planning a Learning Segment
  - ❑ Task B.2: Lesson Logs including student work and instructional materials from each lesson

    Photographs depicting models or posters created by the students that are part of their learning performance can be added to the portfolio **if they provide important information about student learning during the unit.**

  - ❑ Task C.2: Videotaped Lesson Information Form
  - ❑ Task C.3: Commentary on the Videotaped Instruction
  - ❑ Task D.1: Summative Assessment and Evaluation Criteria
  - ❑ Task D.2: Analysis of Students' Learning
  - ❑ Task D.3: Commentary on Teaching

- ❑ **Paginate your portfolio**. **Verify that pages were properly paginated.**
- ❑ **Verify the following:**
  - ❑ Your portfolio has been typed on 8½" x 11" white paper, single-sided, double- spaced in a non-script font no smaller than 12-point.
  - ❑ Your name, the school name, and students' names have been removed from all portfolio documents, including handwritten materials.
  - ❑ Your **Candidate ID #** appears on each page of the portfolio.

❑ All student work includes the corresponding lesson number to which it pertains, or the lesson number when the work was assigned and accompanying handouts or directions.

❑ Handwritten documents (e.g., students' work, teacher feedback) are legible.

❑ **Make two (2) photocopies of the portfolio.**

❑ **Verify that copies are one-sided, all student work is photocopied, and every page is legible.**

❑ **Secure your original with a binder clip. Secure each copy with a binder clip.**

Do <u>not</u> enclose individual portfolio pages in plastic page protectors.

❑ **Place the original and one copy into your accordion folder. Keep one copy for your records.**

☒ **VIDEOTAPE**
❑ **Verify the following:**
  ❑ Videotape segments follow the guidelines outlined in Task C 1.
  ❑ Videotapes (original and two copies) are of sufficient technical quality (i.e., students and teacher can be clearly heard) and not mini-cassettes.

Videotapes of insufficient quality will not be accepted and your portfolio will be deemed incomplete.

  ❑ Your **Candidate ID #** appears on your videotapes (original tape and two copies).
❑ **Place the original tape and one copy of the tape into your accordion folder. Keep one copy for your records.**

What to Submit in Accordion Folder:

☒ **a packet of forms R.1-R.4, paper clipped**
☒ **the original portfolio, binder clipped**
☒ **one legible copy of the portfolio, binder clipped**
☒ **the original videotape labeled with Candidate ID# (no mini-cassettes)**
☒ **one audible copy of the videotape labeled with Candidate ID# (no mini-cassettes)**

SECTION IV: APPENDICES

APPENDIX R.1: RETURN RECEIPT FORM

Beginning Teacher Assessment Program

Directions: *Complete this form and place it as the first item in you accordion folder when you submit your portfolio.*

Mailing or Delivery Date of Portfolio:_____

Candidate Identification (ID) Number:_____

Candidate Name:_____

Address to which this receipt should be mailed:

_____

_____

Home Address (if different):

_____

_____

Telephone Number:_____

Email Address(es):_____(home)

_____(school)

Superintendent Name:_____

School District/School Name_____

MailingAddress:_____

_____

School Telephone Number:_____

Optional: If you wish a copy of this receipt mailed to your superintendent, please check the box below. This will be done at the time of portfolio receipt.

Please send a copy of this receipt to my superintendent.

APPENDIX R.2: TEACHING PORTFOLIO AUTHENTICITY SIGN-OFF FORM

Indiana Professional Standards Board
Beginning Teacher Assessment Program

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*

This teaching portfolio has been submitted as part of completing the Beginning Teacher Assessment Program and meeting requirements for eligibility for the Proficient Practitioner License. This attestation is an acknowledgment that **the ultimate responsibility for compiling the portfolio documentation** (including writing the commentaries) **lies with the beginning teacher**. However, beginning teachers are *encouraged* to seek assistance, input and feedback from the mentor, principal or other colleagues in preparing for the portfolio assessment.

Attestation by beginning teacher

- I have primary responsibility for teaching the students/classes profiled in this teaching portfolio.

- The videotape(s) submitted shows me teaching the students/classes profiled in this teaching portfolio.

- The student work included in the documentation is that of my students who are profiled in the unit documented in this teaching portfolio.

- I am the sole author of the teacher commentaries and other written responses to portfolio questions and forms in this portfolio.

- There is no plagiarized material in the portfolio.

_____   _____   _____
Teacher's Signature   Teacher's Name (printed)   Date

_____
Candidate ID#

Attestation by Principal

To the best of my knowledge, the statements above are accurate.

_____   _____   _____
Principal's Signature   Principal's Name (printed)   Date

APPENDIX R.3: TEACHER DEMOGRAPHIC INFORMATION FORM

DIRECTIONS: *Please complete and place in your accordion folder when you submit your portfolio.*
Note: This information is for research purposes only. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way.

1. Your Social Security Number: _____

2. Your gender: ☐ 1. Female ☐ 2. Male

3. Your ethnicity *(Check one)*: ☐ 1. Asian American
   ☐ 2. Black
   ☐ 3. Hispanic
   ☐ 4. Native American
   ☐ 5. White

4. Regional ESC number *(See Educational Service Centers graphic that follows this form)*: _____

5. School type where you teach *(Check one. If you teach at more than one school, check for <u>home school type</u>):*
   ☐ 1. Elementary School
   ☐ 2. Middle/Junior High School
   ☐ 3. High School
   ☐ 4. Other_____
   (Please specify)

6. Grade levels included in school where you teach. (Check one. If you teach at more than one school, check for <u>primary</u> school type):

   ☐ 1. pk-4 or pk-5   ☐ 3. k-4 or k-5   ☐ 5. 5-8, 6-8, or 7-8
   ☐ 2. pk-6, pk-7, or pk-8   ☐ 4. k-6, k-7, or k-8   ☐ 6. 9-12
   ☐ 7. Other _____
   (Please specify)

7. Your specific teaching assignment *(Check one):*

   ❑ A. Departmentalized by subject matter
   ❑ B. Interdisciplinary team
   ❑ C. Co-teaching in regular classroom
   ❑ D. Team teaching in regular classroom
   ❑ E. Art or music instructor only
   ❑ F. Self-contained classroom (most students are present for a full day)
   ❑ G. Resource room (students are present for two hours or less per day)
   ❑ H. Part-time special class (students are present for more than 2 hours per day, but less than a full day)
   ❑ I. Other: _____
   (Please specify)

8. Which below characterizes your assigned mentoring situation during your first year of teaching?
   (Check one)
   ☐ A. Individual mentor teaching in my content area and building
   ☐ B. Individual mentor teaching in my content area, but not building
   ☐ C. Individual mentor teaching in my building, but not content area
   ☐ D. Individual mentor, but one not teaching in my content area or building
   ☐ E. Team mentoring, with at least one mentor teaching in both my content area and building
   ☐ F. Team mentoring, with at least one mentor teaching in my content area, but not building
   ☐ G. Team mentoring, with at least one mentor teaching in my building, but not content area
   ☐ H. Other_____
   (Please specify)

9. At which institution and level did you <u>complete</u> your teacher preparation program/coursework related

   to your current license and teaching assignment in Indiana? *(Check all that apply)*
   INSTITUTION:

	INSTITUTION	Undergraduate	Graduate	Both
☐ 1.	Anderson University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 2.	Ball State University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 3.	Bethel College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 4.	Butler University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 5.	Calumet College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 6.	Depauw University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 7.	Earlham College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 8.	Franklin College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 9.	Goshen College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 10.	Grace College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 11.	Hanover College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 12.	Huntington College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 13.	Indiana State University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 14.	Indiana University Bloomington	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 15.	Indiana University East	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 16.	Indiana University Kokomo	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 17.	Indiana University Northwest	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 18.	Indiana University South Bend	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 19.	Indiana University Southeast	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 20.	Indiana Wesleyan University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 21.	IU PU at Fort Wayne	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 22.	IU PU at Indianapolis	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 23.	Manchester College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 24.	Marian College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 25.	Oakland City University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 26.	Purdue University	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 27.	Purdue University Calumet	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 28.	Saint Francis College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 29.	Saint Joseph's College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 30.	Saint Mary's College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both
☐ 31.	St. Mary of the Woods College	☐ 1. Undergraduate	☐ 2. Graduate	☐ 3. Both

☐ 32. Taylor University   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 33. Tri State University   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 34. University of Evansville   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 35. University of Indianapolis   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 36. University of Notre Dame   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 37. University of Southern Indiana ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 38. Valparaiso University   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 39. Wabash College   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 40. Alternate Route to Licensure   ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
☐ 41. Out-of-State: _____ ☐ 1. Undergraduate ☐ 2. Graduate ☐ 3. Both
               (Please specify institute)
☐ 42. Other: _____
                         (Please specify)

10. Using the scale provided, please rate the following resources in your school *(Note: N/A means Not Applicable)*

A. Number of computers: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
B. Computer accessibility: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
C. Library/media resources: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
D. Library/media accessibility: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
E. Lab equipment: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
F. Number of basic calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
G. Number of scientific calculators: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
H. Number of graphing calculators ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
I. Laboratory materials/supplies: ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
J. Internet capability (teachers): ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
K. Internet capability (students): ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A
L. Other technology *(Specify):* ☐ 1.More than adequate ☐ 2.Adequate ☐ 3 Less than adequate ☐ 4.N/A

_____

11. Which of the following computer resources did you use, or have your students use, during the teaching of your portfolio unit? *(Please check all that apply)*

	You	Students
A. Word Processing	_____	_____
B. PowerPoint or other type of presentation	_____	_____
C. Internet	_____	_____
D. Spreadsheet	_____	_____
E. Data analysis	_____	_____
F. Instructional programs (e.g., computer simulation, guided instruction)	_____	_____
G. Other *(Please specify)*	_____	_____

Region 1
Southern Indiana Education Service Center
Jasper, IN 47547

Region 2
William E. Wilson Education Center
Charlestown, IN 47111

Region 3
West Central Education Center
Greencastle, IN   46135

Region 4
East Central Education Center
Connersville, IN   47331

Region 5
Wabash Valley Education Center
West Lafayette, IN   47906

Region 6
Northwest Indiana Education Center
Highland, IN   46322-1299

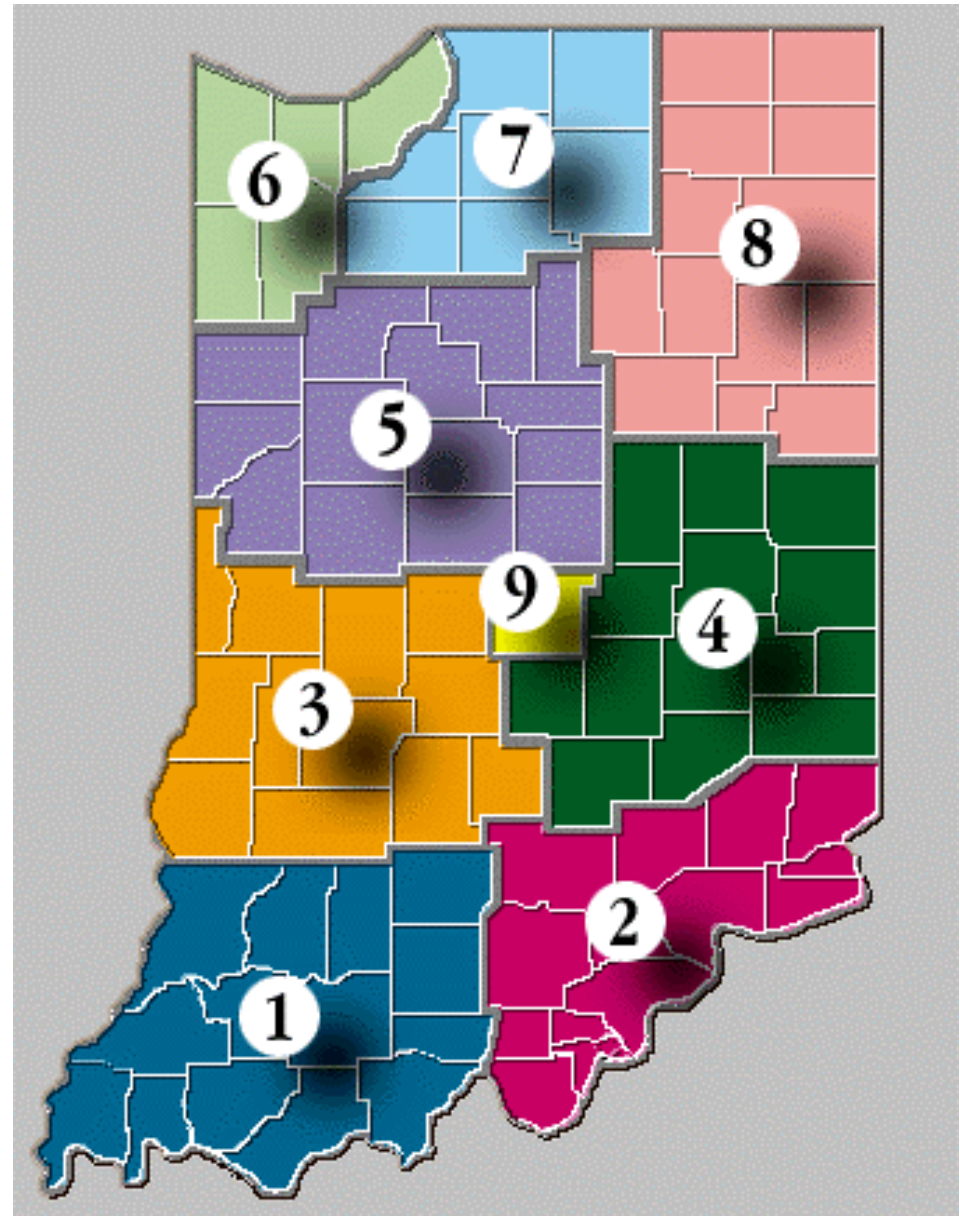**Region 7**
Northern Indiana Education Center
Mishawaka, IN   46545

Region 8
Region 8 Education Service Center
Markle, IN   46770

Region 9
Central Indiana Education Service Center
Indianapolis, IN   46268

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APPENDIX R.4: TEACHING PORTFOLIO REFLECTION FORM

DIRECTIONS: Please complete and place in your accordion folder when you submit your portfolio.
Note: This information is for research purposes <u>only</u>. Portfolio scorers will not see this information, nor will this information influence portfolio scoring in any way. PLEASE PROVIDE ANY WRITTEN COMMENTS ON THE BACK OF THIS FORM.

1. Your Social Security Number: _____
2. Your content area: _____
3. Which of the following were sources of support for you as you completed your portfolio? ***(Check all that apply)***
   ☐ Beginning teachers also completing portfolios
   ☐ Colleagues who had completed portfolios in previous years
   ☐ Other colleagues ***(Please specify):*** _____
   ☐ My formally assigned mentor
   ☐ Support seminars ***(Please specify - district, consortium, building, etc.)*** _____
   ☐ My principal
   ☐ My department chair
   ☐ IPSB Teacher-in-Residence or scorer ***(Please specify)*** _____

4. For each statement below, please indicate your level of agreement by checking either ***Strongly Agree, Agree, Disagree, or Strongly Disagree.***

   <u>Completing this portfolio provided me the opportunity to demonstrate:</u>

   a. …my content area knowledge in a way that was not assessed with the Praxis II exam.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   b. …my understanding of the content standards.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   c. …my ability to design instruction.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   d. …my ability to implement instruction.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   e. …my ability to assess student work.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   f. …my ability to monitor and adjust instruction based on student assessment.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   g. …my ability to modify instruction based on accommodations to students' needs, interests, and backgrounds.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   h. …my ability to manage my classroom.
      ☐ 1. Strongly Agree   ☐ 2. Agree   ☐ 3. Disagree   ☐ 4. Strongly Disagree

   i. …my ability to reflect upon my teaching practices.
      ☐ 1. Strongly Agree   ☐ 2. Agree ☐ 3. Disagree   ☐ 4. Strongly Disagree

Portfolio: Content area: _____ Course title: _____

Unit name: _____

Class that is the focus of the portfolio: Class minutes/day: _____ Class minutes/week: _____

Class sessions during the instructional unit: _____ Block schedule _____

(Specify & describe) _____

Class meetings with the selected class per year: _____

Grade level(s) in your portfolio class: pre-k 1 2 3 4 5 6 7 8 9 10 11 12 *(Circle all that apply)*

Composition of your portfolio class:

_____ Number of boys   _____% Black
_____ Number of girls   _____% Hispanic
_____ Number of bilingual students   _____% White
_____ Number of students identified as   _____% Asian/Pacific Islander
       special education students   _____% American Indian/Alaskan Native
                                               _____% Biracial

Ability grouping: _____ heterogeneous _____ homogeneous (___ advanced, ___ average, ___ general)

Primary texts used in portfolio class *(Please provide title, author/publisher, and date of publication of all textbooks or laboratory manuals, etc.)*

_____

_____

(Note: If elementary education teacher, please provide this information for both literacy and numeracy instruction)

Number of other adults in the room during portfolio instruction: _____

If one or more, please specify title(s)/role(s): *(Check all that apply)*

☐ Paraprofessional   ☐ Parent volunteer
☐ Co-teacher   ☐ Other

Community: _____ Rural _____ Suburban _____ Urban _____ Other
_____ Mostly affluent families   _____ Mostly upper middle-class families
_____ Mostly lower middle-class families   _____ Significant number of families at or near the poverty line
_____ Mixture of economic statuses *(describe)*

School: _____ Pre-K _____ Elementary _____ Middle or Junior High _____ High School _____ Other
Total number of students in the school _____ Public _____ Private

Access to Technology:

Basic four function calculators	_____ exceptional	_____ adequate	_____ wanting
Scientific calculators	_____ exceptional	_____ adequate	_____ wanting
Graphing calculators	_____ exceptional	_____ adequate	_____ wanting
Computers	_____ exceptional	_____ adequate	_____ wanting
Manipulatives for inquiry	_____ exceptional	_____ adequate	_____ wanting
Consumables for Inquiry	_____ exceptional	_____ adequate	_____ wanting

Other technology (e.g., projection screen for computer or calculators, probes, internet connection)

_____

Mentor: **Teaching Assignment:**
_____ Building level content-specific supervisor   _____ Departmentalized by subject
       (e.g., department chair)   _____ Interdisciplinary team
_____ Building level content- specific teacher   _____ Departmentalized and interdisciplinary
_____ Other _____   _____ Other _____

APPENDIX T.2: STUDENT DESCRIPTION FORM

DATA TO IDENTIFY	*STUDENT A*	*STUDENT B*
Age		
GRADE		
DISABILITY(IES)		
TOTAL HOURS PER WEEK THAT YOU PROVIDE INSTRUCTION TO STUDENT		
IEP GOAL(S) RELATED TO LEARNING SEGMENT		
IEP OBJECTIVES RELATED TO THE GOAL OF LEARNING SEGMENT		
STUDENT'S INSTRUCTIONAL LEVEL		
PREFERRED LEARNING STYLES		

LESSON LOG# _____   DATE OF LESSON: _____   Minute Duration of Lesson: _____

Write a "V" on line if video segment is from this lesson: _____
Write "SA" on line if summative assessment occurs in this lesson: _____

- ✎ Describe the objective of the lesson and what students will know, learn, and be able to do as a result of this lesson.
- ✎ Describe the instructional arrangements and the learning activities in which Students A and B will be engaged during the lesson.
- ✎ Describe how you will provide students with opportunities to apply their learning.
- ✎ Describe any adjustments you made to your lesson plan or any significant circumstances that might have interfered with the lesson.

LESSON LOG#_____

  ✎ ~~Describe specific daily academic and behavioral modifications and/or accommodations~~
     Students A and B.

  ✎ Describe how you monitored students' learning and what feedback you provided to the
     students.

  ✎ Describe what you found about students' progress (or difficulty) in meeting the lesson objective
     Based on that information, describe any instructional changes you made for each student.
     Please provide specific examples.

Student A

Student B

APPENDIX T.4: VIDEOTAPED LESSON INFORMATION FORM

Lesson Log #:

Lesson Objective(s):

If applicable, identify the roles of other adults seen on the tape.

Describe Students A and B so that they can be clearly identified at the outset of the lesson (e.g., boy in red sweater seated in back row, girl in white shirt with stripes who asks me about calculator, etc.).

APPENDIX V.1: NOTICE TO PARENT/GUARDIAN ABOUT VIDEOTAPING (ENGLISH)

<u>Notice to Parents or Guardians</u>

Dear Parent/Guardian:

I am participating in the Beginning Teacher Assessment Program developed by the Indiana Professional Standards Board. The Board is developing a new assessment system for licensing beginning teachers based upon standards for teaching. Beginning teachers will develop a performance portfolio to demonstrate what they know and are able to do. The goal of this program is to give new teachers more support and guidance to improve teacher quality while linking teaching standards to student standards for improved student learning.

I am sending you this letter to notify you that I will be videotaping selected lessons in my classes and submitting examples of student work as evidence of my teaching. Although the videotape will include both the students and myself the primary focus of the tape is on my teaching, not the students in the class. Your child may be included in this videotape or his or her work included in the written materials I submit.

Please be aware students' names will not be included on any of the materials I submit, nor will students' identities or the school be revealed. The Indiana Professional Standards Board will only use the materials I submit for evaluation of my teaching, for research purposes, and for training educators.

If you object to your child being shown in the videotape that I submit, please let me know. Thank you for your help and consideration in this matter.

Sincerely,

_____   Date: _____

Aviso a los Padres o Tutores

Queridos Padres o Tutores:

Soy participante en el programa "Beginning Teacher Assessment", un programa desarrollado pr el Indiana Professional Standards Board (La Administracion Profesional de los Requisitos de Indiana). Esta Administracion esta desarrollando un nuevo sistema de evaluar a los maestros al graduarse de la universidad, basado en los requisitos para la ensenanza. Los nuevos maestros van a preparar una cartera de realizacion para mostrar lo que sepan y lo que sean capaz de hacer. El objetivo de este programa es dar mas apoyo y direccion a los nuevos maestros para mejorar la calidad de la ensenanza mientras que se conectan los requisitos de los maestros a los de los estudiantes para que los estudiantes aprendan mejor.

Les mando a Uds. esta carta para avisarles que voy a grabar en video unas lecciones en mis clases y que pienso entregar unos ejemplos del trabajo de los estudiantes como prueba de mi capacidad de ensenar. Aunque el video va a incluirnos a los estudiantes y a mi, el foco principal del video es de mi ensenanza, no de los estudiantes. Es posible que incluya a su hijo/a en el video y de que su trabajo sea incluido en las obras que yo entregue.

Quisiera que Uds. se den cuenta de que los nombres de los estudiantes no aparecen en el video, ni su identidad, ni el nombre de la escuela. La Administracion de Los Requisitos de Indiana solo usan las obras que yo entregue para valorar mi ensenanza, para hacer investigaciones y para instruir a los maestros.

Si Uds. se oponen a que su hijo/a sea incluido en la grabacion, haganme el favor de avisarmelo. Les agradezco mucho su cooperacion en este asunto.

Sinceramente,

_____   Fecha: _____

APPENDIX V.3: BTAP POLICIES GOVERNING THE USE OF VIDEOTAPES AND RELATED PORTFOLIO MATERIALS

Videotapes and related materials submitted in connection with the BTAP are used for multiple purposes. These purposes fall generally into two categories: (a) uses for which teacher consent will not be requested, and (b) uses for which teacher consent is required, and the IPSB will ask for a teacher's consent prior to use.

(a) Uses for which beginning teacher consent will not be requested:

- evaluation of teaching as part of BTAP assessments
- pilot-testing and validation of BTAP assessments
- training of scorers
- training of mentors

Materials used for the purposes described above will not include any identifying information, such as the names of teachers, students or schools. In addition, educators being trained as scorers or mentors will be required to sign a confidentiality form, indicating that they will not discuss the content of videotapes or related materials outside of the training session.

(b) Uses for which beginning teacher consent is required:

- professional development for beginning teachers, principals, and other educators involved in the BTAP in which illustrative examples of effective teaching practice are provided;
- dissemination of exemplary examples of student work and curriculum materials for educational purposes such as teacher training; and
- videotape and portfolio-related materials selected to communicate the goals and programmatic aspects of the BTAP to a wide audience of educators.

Neither communications materials nor examples of exemplary teaching, student work or curriculum will be used for any commercial purposes.

Introduction

These procedures are provided to help you produce a video that clearly represents the teaching and learning in your classroom. In order to capture elements of effective instruction and student learning, you will need to produce a videotape of reasonable audio and video quality. Be sure to use a new, better quality VHS videotape. **Mini-cassettes cannot be submitted.** These procedures will help you successfully produce a video with minimum problems that will fulfill the requirements of these portfolio guidelines.

Preparation and Practice

First, we do NOT expect a television production. It is important, however, that the quality of the videotaped lessons/activities be sufficient for scorers to understand what happened in your classroom.

✓ If you are unfamiliar with the videotaping process and/or do not have access to video equipment, **consider the following resources** for equipment and videotaping assistance:

- your principal
- a mentor or colleague
- your school or district media or A/V specialist
- another beginning teacher who has done/is doing videotaping

✓ **Schedule/reserve** the necessary video/audio equipment well in advance.

✓ **Advise your principal** about your need to videotape lessons for the portfolio.

✓ **Meet** with the camera operator (student or colleague) to plan the taping prior to videotaping your lesson.

✓ **Discuss** the following questions:

- Where will you and your students be during the lesson?
- Will different activities require students to regroup or move around the classroom?
- How will the use of instructional materials be recorded?
- What will the video operator need to capture?
- If applicable, when should the operator zoom in or rotate the camera to a new position?

✓ **Practice the videotaping process**. This will provide a chance to test the equipment and give your students an opportunity to grow accustomed to the camera.

✓ **Adjust**, if necessary, **for the light source** (incandescent, florescent, or daylight) each time a recording is made. Newer cameras may be automatic, thus requiring no adjustment or have a switch for different light sources.

Audio Guidelines

The microphone built into the camera may be adequate. After videotaping a lesson for practice purposes, test to determine whether the built-in audio is sufficient. When reviewing the videotape, **consider whether others will be able to understand what you and your students said** (e.g., teacher directions and questions, student questions and responses, discussions). If you find that the sound is unacceptable, try to obtain an external microphone, that is, a microphone that can be connected to the camera and pick up sound throughout the classroom. Other tips to improve audio:

- Remember that your sound recording will be better the closer the microphone is to the action. Decide where to position the microphone to best capture teacher and student voices. If you need to move the camera to capture the sound or action, be sure to keep the camera on during the move.

- For almost all video cameras, if you use an external microphone (generally connected to the external mike jack on the camera), the built-in microphone will automatically turn off. Only sounds picked up from the external microphone will be recorded. If the external microphone is not completely inserted in the jack, NO sound will be recorded. To test if the external microphone works, the camera operator may use headphones to listen as they record and review the practice videotape(s).

- Since audio is the most important aspect of videotaping, be sure to check your audio at each taping session with the headphones plugged into the camera or recorder. Many audio problems, such as poor connections between microphone cables, bad cables, noise from the hallway, etc., can be detected by periodic monitoring during recording. However, the best way to test for quality is to listen to the playback of the videotape.

Power and Safety Issues

When feasible, it is best to use AC power instead of batteries for videotaping, because most batteries used in today's camcorders develop a condition that prevents them from being fully charged. AC power may be the only effective way of operating a camera for 45-50 minutes. When AC power is being used, **make certain that any cables or extension cords are safely positioned in the classroom** to avoid injury to students and damage to equipment.

GLOSSARY OF TEACHING PORTFOLIO TERMS

Alignment refers to a direct relationship and link among standards, learning outcomes, lesson content instructional activities and assessment methods.

Assessment is a process designed to elicit what students know and are able to do with their knowledge.

- **Formative assessment** demonstrates the progress students make during the learning unit. Monitoring is ongoing and can be formal or informal.

- **Summative assessment** is usually a benchmark for what students should be able to demonstrate at designated times within a learning unit. There is some formality associated with it, even if the instrument is flexible and personal (e. g., journal entries).

Commentary is the written comments, reflections, and analyses of an instructor's teaching that provide the connections between the artifacts of his/her teaching and thinking, planning, and analysis. Commentaries should emphasize the reasons for the selections and decisions made as a teacher. The portfolio commentaries are all prompted within the content specific handbooks**.**

Differentiation is addressing learning modalities, appealing to diverse interests, using varied rates of instruction, and/or delivering content with varying degrees of complexity, based upon what students know and need.

Discourse includes the many ways students and teachers communicate to represent ideas and concepts. Discourse can be oral dialogue (conversation), written dialogue (reactions, feedback) or visual dialogue (charts, graphs, paintings). Examples of discourse include, but are not limited to students: discussing their understanding; teaching each other a concept or skill; explaining their reasoning, thinking or problem-solving process; responding to or evaluating text or information.

Inquiry is the process of investigation allowing students to actively engage a new concept or learning objective through exploration.

Performance-Based Assessment is an assessment that includes what a student or teacher is able to do (performance) rather than assessment that is simply an explanation of what they know.

Professional Growth includes information/experiences that allow a teacher to grow as a professional. Examples are experimenting with new approaches and strategies in the classroom, examining or reflecting on student learning and teaching with colleagues, participating in workshops, courses and other educational opportunities, reading and discussing ideas presented in professional publications, and other activities that help teachers develop as professionals and improve their teaching.

Reflective Practitioner is a teacher who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally and adjust his/her teaching to accommodate the needs of student learners.

CONTENT SPECIFIC TERMS

Accommodation is the provisions made in *__how__* a student *accesses* and *demonstrates* learning. Accommodations are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations include *extra time, seating, a/v aids, etc.*

Application of new learning is the student's ability to apply procedural and or conceptual understanding from one task to another, independent of guidance and assistance from teacher.

Coherence is the interconnectedness between and among lessons that affords comprehension.

Consultation is the discussion with other professionals in order to gain or share information to support student progress.

Feedback is the constructive information, academic or behavioral, provided to students about the quality of their performance; oral or written response by a teacher to a student indicating strengths and/or weaknesses with respect to a product or action.

Literacy is the knowledge, skills, and dispositions that enable students to construct meaning and make sense of the world through reading, writing, speaking, listening, viewing, and enacting.

Modifications are changes in *__what__* a student *is expected to learn and to demonstrate*. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, tasks and assessments based on individual needs and abilities.

Numeracy is the knowledge, skills, and dispositions that enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within math, other content areas, and the world around them in order to solve problems.

Rapport is a teacher-student relationship characterized by patience, acceptance, empathy, and interest in students, and demonstrated through verbal and non-verbal exchanges that contribute to a positive social and emotional atmosphere in the learning environment.

Scoring Criteria are the measurement systems used to assess the students' achievement and progress toward the established learning goal.

Standards of Behavior are explicit rules and standards that are established and maintained; clear and consistent expectations for appropriate student behavior.